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**2001  
AMENDMENTS  
to the  
Program of Studies: Elementary Schools**

1. **Replace** front-end pages i to iii and Preamble pages 1 to 6 with **revised** front-end pages i to iii and Preamble pages 1 to 6.





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# PROGRAM *of* STUDIES

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## *Elementary Schools*

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This Program of Studies is issued under the authority of the Minister of Learning pursuant to section 25(1) of the *School Act*, Statutes of Alberta, 1988, Chapter S-3.1 with amendments in force as of May 19, 1999.

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This document reflects changes in the program of studies for elementary schools up to June 2001.

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# PROGRAM OF STUDIES: KINDERGARTEN TO GRADE 6

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All programs of study are available for viewing and downloading at < <a href="http://www.learning.gov.ab.ca">http://www.learning.gov.ab.ca</a> > under Kindergarten to Grade 12, Curriculum, Curriculum by Subject.			
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❶ Program information only.





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# INTRODUCTION

## Program of Studies

The *Program of Studies* identifies the outcomes for the core and optional learning components for Kindergarten to Grade 12. Content is focused on what students are expected to know and be able to do.

Though organized into separate subject, course or program areas, there are many connections across the curriculum. Students see the world as a connected whole rather than as isolated segments. Integrating across content areas, and providing ways for students to make connections, enhances student learning. The reporting of student progress should, nevertheless, be in terms of the outcomes outlined in courses of study for each subject area.

Within any group of students there is a range of individual differences. Flexibility in planning for individuals within a group is needed. Therefore, school organization and teacher methodology are not mandated at the provincial level and may vary from class to class and school to school in order to meet student needs.

For guidelines and regulations relating to school programs and organization for instruction, refer to the *Guide to Education: ECS to Grade 12*, available for viewing and downloading from the Internet. Print copies are available for purchase from the LRC.

## Basic Learning Resources

Alberta Learning authorizes a variety of resources to support the programs of study. Complete listings of all resources are to be found in the Learning Resources Centre (LRC) *Buyers Guide*, or electronically through the:

- LRC web site at <<http://www.lrc.learning.gov.ab.ca>>.

Resource listings can also be accessed through the:

- Authorized Resources Database at <<http://www.learning.gov.ab.ca>> under Kindergarten to Grade 12, Curriculum, Curriculum Resources.

## Alberta Learning Web Site

Information covering all areas of Kindergarten to Grade 12 education in Alberta, including curriculum and resources, can be found at <<http://www.learning.gov.ab.ca>> under Kindergarten to Grade 12.

# PROGRAM FOUNDATIONS<sup>①</sup>

## Vision

Optimizing human potential.

## Mission

Alberta Learning's leadership and work with partners build a globally recognized lifelong learning community that enables Albertans to be responsible, caring, creative, self-reliant and contributing members of a knowledge-based and prosperous society.

## Core Businesses

Basic learning:

- develop curriculum and set standards
- evaluate curriculum and assess outcomes
- certify teachers
- support students with special needs
- fund school authorities.

By:

- being learner-focused
- being flexible, responsive and innovative
- promoting seamless transitions and lifelong learning
- optimizing mobility and transferability
- establishing and maintaining effective partnerships and linkages
- providing system-wide planning, policy and information management
- evaluating performance and fostering continuous improvement
- assessing curriculum outcomes and certifying learner achievement
- ensuring system and fiscal accountability
- sharing information and achievements.

## Goals for Alberta's Learning System

The goals for Alberta's learning system outline government's ongoing aims and directions over the long term. To maintain a high-functioning society and prosperous economy, Alberta's learning system must:

- provide quality programs that are responsive, flexible, accessible, relevant and affordable
- enable learners to demonstrate high standards
- prepare learners for lifelong learning, work and citizenship
- develop and maintain effective relationships with partners
- operate responsively and responsibly.

These five goals support government's core businesses of people, prosperity and preservation and related goals.

## Basic Education in Alberta—the Definition

A basic education must provide students with a solid core program, including language arts, mathematics, science and social studies. Students will be able to meet the provincial graduation requirements and be prepared for entry into the workplace or post-secondary studies. Students will understand personal and community values and the rights and responsibilities of citizenship. Students will develop the capacity to pursue learning throughout their lives. Students also should have opportunities to learn languages other than English and to attain levels of proficiency and cultural awareness which will help to prepare them for participation in the global economy.

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① Excerpted from *Alberta Learning 2001–2004 Business Plan*, April 10, 2001. The plan is available from the Communications Branch or can be found at the Alberta Learning web site.

## Student Learning Outcomes

Students are expected to develop the knowledge, skills and attitudes that will prepare them for life after high school. A basic education will allow students to:

- read for information, understanding and enjoyment
- write and speak clearly, accurately and appropriately for the context
- use mathematics to solve problems in business, science and daily-life situations
- understand the physical world, ecology and the diversity of life
- understand the scientific method, the nature of science and technology, and their application to daily life
- know the history and geography of Canada and have a general understanding of world history and geography
- understand Canada's political, social and economic systems within a global context
- respect the cultural diversity and common values of Canada
- demonstrate desirable personal characteristics, such as respect, responsibility, fairness, honesty, caring, loyalty and commitment to democratic ideals
- recognize the importance of personal well-being, and appreciate how family and others contribute to that well-being
- know the basic requirements of an active, healthful lifestyle
- understand and appreciate literature, the arts and the creative process
- research an issue thoroughly, and evaluate the credibility and reliability of information sources
- demonstrate critical and creative thinking skills in problem solving and decision making
- demonstrate competence in using information technologies
- know how to learn and work independently and as part of a team
- manage time and other resources needed to complete a task
- demonstrate initiative, leadership, flexibility and persistence

- evaluate their own endeavours and continually strive to improve
- have the desire and realize the need for lifelong learning.

## Standards for Student Learning

The Minister of Learning defines acceptable standards and standards of excellence for student achievement in consultation with Albertans. Employers are involved in specifying the knowledge, skills and attitudes needed in the workplace. Schools, school authorities and the Minister of Learning assess and report regularly to the public on a range of student learning.

The school's primary responsibility is to ensure that students meet or exceed the provincial standards, as reflected in the Student Learning Outcomes (outlined above), the Alberta Programs of Study, provincial achievement tests, diploma examinations and graduation requirements.

## Education Delivery

Schools must engage students in a variety of activities that enable them to acquire the expected learnings. Schools have authority to deploy resources and may use any instructional technique acceptable to the community as long as the standards are achieved. Schools, teachers and students are encouraged to take advantage of various delivery options, including the use of technology, distance learning and the workplace.

Schools play a supportive role to families and the community in helping students develop desirable personal characteristics and the ability to make ethical decisions. Schools also help students take increasing responsibility for their learning and behaviour, develop a sense of community belonging and acquire a clearer understanding of community values and how these relate to personal values.

Students learn basic, transferable knowledge, skills and attitudes in school. Schools, in co-operation with employers, provide opportunities for students to develop and practise

employability skills. The Minister of Learning provides credit for off-campus learning that is approved and accepted by the school and the employer. Government works with schools, employers and post-secondary institutions to help young people make a smooth transition to work and further study.

## RELIGIOUS AND PATRIOTIC INSTRUCTION

The following section of the *School Act* focuses on religious and patriotic instruction. It is cited here for the information of administrators and teachers.

### SECTION 33(1) A board may

- (a) prescribe religious instruction to be offered to its students;
- (b) prescribe religious exercises for its students;
- (c) prescribe patriotic instruction to be offered to its students;
- (d) prescribe patriotic exercises for its students;
- (e) permit persons other than teachers to provide religious instruction to its students.

(2) Where a teacher or other person providing religious or patriotic instruction receives a written request signed by a parent of a student that the student be excluded from religious or patriotic instruction or exercises, or both, the teacher or other person shall permit the student

- (a) to leave the classroom or place where the instruction or exercises are taking place for the duration of the instruction or exercises, or
- (b) to remain in the classroom or place without taking part in the instruction or exercises.

1988 cS-3.1 s33;1990 c36 s16



# LEARNING RESOURCES

## Policy

Alberta Learning selects, acquires, develops, produces, translates and authorizes the best possible instructional materials for the implementation of approved programs of study.

## Learning Resource Categories

In terms of provincial policy, learning resources are those print, nonprint and electronic software materials used by students or teachers to facilitate learning and teaching. Many learning resources, both publisher-developed and teacher-made, are available for use in implementing elementary, junior high and senior high programs. Decisions about the selection and use of resources are a local matter and should take into account student skill levels, interests, motivations and stages of development.

Alberta Learning authorizes learning resources in three categories:

- basic student learning resources
- support student learning resources
- authorized teaching resources.

Authorization indicates that the resources meet high standards and can contribute to the attainment of the goals of the program. However, the authorization of resources does not require their use in program delivery. Under section 44 (2) of the *School Act*, school boards may approve materials for their schools, including resources that are withdrawn from the provincial list. Many school boards have delegated this power to approve resources to school staff or other board employees under section 45 (1) of the *School Act*.

## Basic Student Learning Resources

Basic learning resources are those student learning resources authorized by Alberta Learning as the most appropriate for addressing the majority of outcomes of the course(s), substantial components of the course(s), or the most appropriate for

meeting general outcomes across two or more grade levels, subject areas or programs as outlined in provincial programs of study. These may include any resource format, such as print, nonprint, computer software, manipulatives or video.

In exceptional circumstances, a teacher resource may be given basic status.

## Support Student Learning Resources

Support learning resources are those student learning resources authorized by Alberta Learning to assist in addressing some of the outcomes of course(s) or components of course(s); or to assist in meeting the outcomes across two or more grade levels, subject areas or programs as outlined in the provincial programs of study. These may include any resource format, such as print, nonprint, computer software, manipulatives or video.

## Authorized Teaching Resources

Authorized teaching resources are those teaching resources produced externally to Alberta Learning (for example, by publishers) that have been reviewed by Alberta Learning, found to meet the criteria of review and to be the best available resources to support the implementation of programs of study and courses, and the attainment of the goals of basic learning; they have been authorized by the Minister. Teaching resources produced as service documents by Alberta Learning are authorized by definition.

## Availability

Most authorized resources are available for purchase from the Learning Resources Centre (LRC), 12360 – 142 Street, Edmonton, Alberta, Canada, T5L 4X9. Telephone 780-427-5775, Fax 780-422-9750, Internet <<http://www.lrc.learning.gov.ab.ca>>.



Resources are listed in the Learning Resources Centre *Buyers Guide* and at the LRC web site. Resources are also listed in the Authorized Resources Database at the Alberta Learning web site. See page 1.



